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ABSTRACT

This program, included in "Effective Reading Programs...," serves 1650 disadvantaged students in grades three through seven at ten elementary schools and three middle schools. Reading centers in the elementary and middle schools are designed to give intensive individualized instruction in basic reading skills. Students at least one year behind grade level at the elementary level and two years behind at the middle level are selected for the program through teacher recommendation or diagnostic tests. Each center is staffed by at least one trained reading teacher and one aide. Many instructional methods are used, including machines, programed learning, language experience, phonics, linguistics, and basal instruction. Numerous books are provided for independent reading and skills application, and games are used to reinforce skills. Students are directed to activities that meet their needs, and they have free time for reading. The elementary centers are completely individualized, while in the middle schools, the staff works with small groups of individuals who have similar needs. In addition to individualized reading help, group meetings with the children are held for the purpose of building positive self-attitudes about themselves, other people, and reading. (WR/AIR)

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TITLE I COMPENSATORY READING CENTERS

Greenville, South Carolina

Title I compensatory reading centers serve 1,650 disadvantaged students in grades 3-7 in ten elementary schools and three middle schools in Greenville County, South Carolina. The students, approximately twenty percent of whom are black, reside in a large urban residental area and come from low income families.

ELEMENTARY READING

In each elementary reading center, 120 students from third, fourth and fifth grade attend the center every day. Groups of twenty children from regular classrooms spend 45 minutes in the reading center. Each elementary center has a teacher certified in reading and an instructional paraprofessional trained to assist.

The elementary reading centers are designed to give intensive individulized instruction in the basic reading skills. Instruction in the reading center does not supplant regular classroom reading but is a supplement for teaching specific skills to children who are at least one year below grade level.

All children in the third, fourth and fifth grades in ten elementary schools are given the California Reading Test in September. Those that are at least one year behind grade level are eligible to attend the reading center. If more than the maximum number of 120 per school are eligible, the ones most in need of extra help in reading are enrolled.

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Machines, tapes, filmstrips, books and a variety of other materials are located in every center and each child is directed to the material that will help him the most. The materials and equipment are listed below:

Wollensak teaching tapes and worksheets
Minisystem teaching tapes and worksheets
Educational Progress Lab tapes and workbooks
Imperial reading tapes
Borg Warner System 80
  a. Words in Context
  b. Spelling
  c. Letter Names and Sounds
Hoffman Information System (through level 4)
Paperback books.
Copies of various phonic and reading workbooks
Duplicated worksheets
Reading games
Games for the free time area
Learning with Laughter records and filmstrips
Read Along books and tapes
Comic book reading library
RX reading tapes and cards
Taped stories with filmstrips
Durrell Murphy phonic practice kit
Sullivan Programmed Readers
Talking Page Material
Tutorgram material

7 Hoffman machines
4 Borg Warner System 80 machines
10 Wollensak playback units (cassette)
1 Wollensak tape recorder
1 Record player
1 Talking page
1 Language master
1 Tutorgram
2 Filmstrip viewers

The reading skills are divided into the following sequence:

1010- The student will be able to see the difference between letters of differing shapes.

1011- The student will be able to preceive differences in shapes and understand left to right movement.

1020- The student will be able to associate the names of the letters with the letter symbol in both upper and lower case.

1030- The student will be able to associate the initial consonant sounds of words starting with S, M and N with the letter symbol.

1031- The student will be able to use the initial consonant sounds to attack words with initial B, F, R and D.

1032- The student will be able to associate the sound with initial letters P, F, G and V.

1033- The student will be able to associate the sound with initial letters H, L, Z, and W.

1034- The student will be able to associate the sound with initial letters K, J, Y and Q.

1035- The student will be able to associate initial letters with all initial sounds.

1040- The student will be able to associate the final consonant sounds in words with their corresponding letters.

1050- The student will be able to associate the letter sound and symbol in relationship to it's initial, medial or final location in a word.

1060- The student will be able to read words of the same rhyming family by using rhyming in association with begining sounds.

1070- The student will be able to recognize the hard and soft sounds of G and C.

1110- The student will be able to read "sight words" on list A.

1111- The student will be able to read "sight words" on list B.

1112- The student will be able to read "sight words" on list C.

1113- The student will be able to read "sight words" on list D.

1120- The student will be able to read one syllable words with the Consonant, Vowel, Consonant (CVC) spelling pattern.

1121- The student will be able to associate the CVC spelling pattern with the short vowel sound.

1122- The student will be able to associate all short vowel sounds with the corresponding letters.

1130- The student will be able to read one syllable words with the Consonant, vowel, consonant, silent (CVCE) spelling pattern.

1131- The student will be able to associate the long vowel sound with the CVCE spelling pattern.

1132- The student will be able to associate the long vowel sounds with their corresponding letters.

1140- The student will be able to read one-syllable words with initial conconant blends.

1141- The student will be able to associate the sounds of initial blends with their corresponding letter symbols.

1150- The student will be able to read one-syllable words containing consonant digraphs.

1151- The student will be able to associate the sounds of the consonant digraphs with their corresponding letter symbols.

1160- The student will be able to read one-syllable words with the double vowels, <u>ai</u>, <u>ee</u>, <u>oa</u>, <u>ea</u>.

1170- The student will be able to read one syllable words with the R-Controlled vowel sounds.

1180- The student will be able to read one syllable words with the vowel dipthongs; <u>oi</u>, <u>oo</u>, <u>ou</u>, <u>ow</u>, <u>au</u>, <u>aw</u>.

1190- The student will be able to read one syllable words with final consonant clusters.

1210- The student will be able to read one syllable words with the endings; s, es, 's, ed, ing.

1220- The student will be able to read one syllable words to which the endings s, es, ing are added when such additions result in a change in the spelling of the root.

1230- The student will be able to read one syllable words to which the endings er or est of comparison, er of agent, and y and ly have been added.

1250- The student will be able to read compound words which are direct combinations of words he has already learned.

1260- The student will be able to read one syllable words to which prefixes such as mis, un, pre, and re are added.

1270- The student will be able to read one syllable words to which the suffixes such as ful and less are added.

1280- The student will be able to read contractions.

1510- The student will show an understanding of the use of the period, comma, question mark and exclamation mark.

1520- Student will show an understanding of words indicating space or time relationships in a passage.

1530- The student will be able to use clues from the context to determine meanings of unfamiliar words.

1540- The student will be able to locate information using a table of contents or an index.

1550- The student will be able to identify frequently used synonyms or antonyms for less commonly used one syllable words.

1610- The student will be able to answer questions based on information explicitely stated in a printed passage.

1620- The student will be able to recognize or interpret information or ideas explicitely stated in a printed passage.

1630- The student will be able to make inferences and support them based on ideas and information in a printed selection.

2110- The student will be able to identify the number of syllables in a spoken word.

2120- The student will be able to read one and two syllable words.

2520- The student will be able to determine the appropriate meaning for words with the help of a dictionary.

2610- The student will be able to answer questions based on information or ideas explicitely stated in a printed selection.

2640- The student will be able to evaluate ideas and information presented on a printed selection.

Prescription sheets are duplicated ahead of time for each of the 51 different, specific skills. The materials listed on each of these sheets are related to the specific skill area. An example prescription sheet is shown below.

1034	
Name:	Date:
Objective: The student will be able to associate the Initial consonant sounds of K,J,Y, and Q with their corresponding letters.	
B.W. Elephant Box D; 2, 5 Box DD; 2, 5	EPL (purple) 3A2 EF 2035 2036
WSK 0251 0260 0261 0266	DM 22 23 24
Worksheets Con. Pictures K,J,Y,Q Tutorgram	Workbooks: Merrill A; 56-57 Clues to Con: 55-56, 62-64 Working with Sounds A; 17, 20 Phonics is Fun 1; 30-34, 58-61 Phonics is Fun 3; 8-9 Phonics Workbook A; 59-64 97, 102

Each skill area also has a pretest and posttest constructed with directions recorded on tape by our staff members. The prescription sheet, and pretest, and posttest for one skill area all have the same code number. The posttest number is followed by an A to distinguish it from the pretest. The sample pretest and posttest shown below correspond to the prescription sheet shown earlier.

Name: _____ Test: 1034
Date: _____ Score: _____

1.	Quilt	tilt	built	stilt
2.	mill	quill	kill	Jill
3.	woke	joke	coke	poke
4.	keep	quell	yell	jell
5.	jet	yet	let	met
6.	j	g	y	k
7.	k	y	g	j
8.	g	k	j	y
9.	y	j	g	k
10.	k	g	y	j

Name: _____ Test: 1034A
Date: _____ Score: _____

1.	yell	jell	quell	keep
2.	mill	quill	kill	Jill
3.	kin	sin	win	bin
4.	fit	lit	bit	kit
5.	jet	let	yet	met
6.	k	y	g	j
7.	g	k	j	y
8.	y	j	g	k
9.	k	g	y	j
10.	j	g	y	k

The 120 children enrolled in each center are given a placement test to determine where they are to start in the sequence of skills. The placement test was devised by our staff for our own program and contains five sample questions from each of twelve skill areas. If the child misses any one of the five questions, he is given the pretest for that particular skill. The Science Research Associates (SRA) Diagnosis kit is also helpful in determining specific skill needs. The skills in which a child has already been successful are emphasized for study. The child is told exactly which skill he needs to study. If a child makes a score of 80% or less on the pretest for a specific skill, he is assigned to the prescription sheet for that skill.

The prescription sheet lists by number or page, every type of material and lesson contained in the reading center that would teach that particular skill. The student can make choices as to which material he will use. When he and the teacher feel that he is ready, he may take the posttest. If he doesn't score above 80% he continues working on the same prescription sheet. If he scores above 80% he is given the pretest for the next skill area. He continues taking pretests for different skills until he fails to make above 80%. In this way he is not required to study skills in which he is proficient. His time is concentrated only in those areas where further study is needed. The children become very positive about these tests because they represent success. This system also makes the student more responsible for his own learning.

A pupil check list is kept for each class. It lists the skills along one side and the children along the other. As each skill is passed, it is marked on this sheet. In this way the teacher can tell at a glance how many children are on a particular skill and who the children are. At the end of the year a record of each childs' progress is put in the individual cumulative folders.

Each child in the reading center has an envelope or box for his prescription sheet and his completed assignments. When he comes to the center he gets his envelope, finds his own lesson and the proper machine, and starts working. The materials located in the room are coded with letters similar to the prescription sheet. After he completes a lesson he goes to the teacher for a few minutes of instruction and to have his work checked. This immediate feedback keeps the teacher informed of the childs progress and lets the child know the teacher is concerned about him and his progress. The child is allowed to make corrections, which keeps him from reinforcing and repeating mistakes.

At times the child is allowed to do something not listed on his sheet. This privelege is earned by completing a certain number of lessons or by moving to another prescription sheet. A lounge area is provided with a couch, popular records, games and other choices preferred by the child. Sometimes teachers reward the group with special activities such as games, movies, or art projects.

Besides specific help in reading, group meetings are held with the children for the purpose of building positive attitudes about themselves, other people and reading.

During these sessions everyones opinion is respected with no comments considered right or wrong. Each child is respected as a member of the group and valued an an individual.

In May, those children who have been enrolled for the full term of program operation are given an alternate form of the California Reading Test to measure gains. In 1973-74 sixty-two percent of the children enrolled gained one year or more, 19% gained 6 months to one year and 17% gained one to six months. The average gain for all third graders was 1.3, with fourth graders gaining 1.0 and fifth graders 1.5.

MIDDLE SCHOOL READING

In each middle school, 150 students from sixth and seventh grade attend the center in groups of 30 every day for 55 minutes. Each middle school center has two teachers certified in reading and two instructional paraprofessionals trained to assist.

The middle school reading centers are designed to give individualized instruction in basic reading skills. The center is a supplement to the regular program for those students at least two years behind grade level in reading.

All the children in the sixth and seventh grade in the three middle schools are given the Stanford Diagnostic Reading test in September. Those that are at least two years behind grade level are eligible to attend the reading center. If more than the maximum of 150 are eligible, the ones most in need of extra help in reading are enrolled.

Individual student lesson plans are used instead of teacher lesson plans. These plans are made a week ahead of time by a staff member and student working together. Each child has an envelope in which to keep his lesson sheet and completed assignments. The teacher gives the child choices based on his reading level and skill needs as determined by the Stanford Diagnostic Test. The child is told of his strong areas and knows which specific area he is working to improve. A curriculum guide which correlates all the reading center material to specific skill areas is available for each center. The teacher organizes group instruction for those students who may have the same skill need.

Because of the different reading levels of children located in different schools, each center has somewhat different materials. A list of the types of materials is listed below along with equipment.

MATERIALS

Hoffman Reading program (6 levels)
Borg Warner system 80 Literacy program
Education Progress Lab reading tapes and workbooks
Psychotechniques Radio reading program
Imperial Intermediate reading program
Ideal reading tapes
Science Research Associates (SRA) Reading for Understanding Kit
Media Materials structural Analysis tapes & worksheets
Various workbook programs
Educational Progress lab clues program
SRA Schoolhouse comprehension kit
Plays for reading
Paper back books
Phoenix Readers
Comic book reading program
Winston Press Writing Center
Stories on filmstrips with tapes
Score reading filmstrips and tapes
Economy Co.,"Reach" program
Read Along books and tapes
"Target" tape and worksheet program
Readers Digest material
Language Master material
Wordcraft vocabulary material
Harcourt reading practice program

EQUIPMENT

4-9 Tape players or playback decks
0-2 Borg Warner machines
2-5 Hoffman machines
1 Record player
1 Dukane projector
2 Filmstrip viewers
1 Talking page
1-2 Language Master Card Readers

The staff emphasizes that the reading center belongs to the children who are enrolled. This results in each center developing organization and structure different than the other centers.

In one school the room is arranged into centers based on a "Mod Squad" theme. The students painted tables so the areas of instruction were color coded. They made curtains and cornice boards for the windows and papered one wall with "mod" wallpaper. The discipline was arranged through citations for outstanding achievement and tickets for infractions of their rules. An office was converted to a game room for special priveleges. The free reading area contains a couch and pillows on the floor.

Another school organized a private club called "The Scene". Members hold cards which they hang on one of twenty hooks when they are in the club. This limits the number inside to twenty. Free reading and completed assignments earn them the membership card. The card can be taken if rules of the club are not followed. The walls are painted with scenes and the room contains beanbag chairs, a couch, lounging rug, table, lamp and activities for use within the room.

In May, those children who have been enrolled for the full term of program operation are given an alternate form of the Stanford Diagnostic Reading Test. In 1973-74, forty-two percent of the children gained one year or more, twenty percent gained six months and twenty percent gained one to six months. Sixth graders had an average gain of 1.3 and seventh graders .7.

Inservice training is provided for five days at the beginning of the program operation in the fall and one half day is provided each month during the school year. Elementary centers are closed during this time for teachers and paraprofessionals to attend and substitutes are hired for the middle school staff members. This time is used to persue such topics as techniques, methods, materials, equipment, evaluation and other topics of timely importance.

During six weeks of the summera modified program is operated in the elementary schools for those children in need of continued instruction.